Inspiring Futures through Learning

Pupil Premium

September 2026 to September 2027

Policy name:	IFtL Pupil Premium Policy
Version:	V7
Date relevant from:	September 2026
Date to be reviewed:	September 2027 *This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.*
Role of reviewer:	IFtL Head of Inclusive Education & Quality Assurance
Statutory (Y/N):	Y
Published on website*:	1A

Policy level:**	1 (PP statement for each school)
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	31st August 2026

Key:

**** Publication on website:***

IFtL website		**School website**	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

***** Policy level:***

1. Trust wide:
   - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
     - *Approved by the IFtL Board of Trustees.*
2. Trust core values:
   - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore from the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
     - *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
     - *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies
   - These are defined independently by schools / departments as appropriate
     - *Approved by school / department governance bodies.*

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We recognise that disadvantage can create barriers to achievement, attendance, participation, wellbeing and future opportunity. Our vision is to ensure that no child's outcomes are limited by their background, circumstances or experiences.

Through the effective use of Pupil Premium funding, high-quality inclusive teaching and targeted support, we will remove barriers, raise aspirations and create equitable opportunities for disadvantaged learners. We are committed to ensuring that all learners feel valued, included and able to thrive academically, socially and emotionally.

Our approach reflects IFtL's wider commitment to Equity, Inclusion and Belonging and recognises that improving outcomes for disadvantaged pupils requires a whole-school approach based upon high expectations, strong relationships, effective provision and continual evaluation.

Aspirations

At IFtL, we aspire to create learning environments where disadvantage does not determine educational outcomes or life chances.

We strive to:

- Remove barriers that prevent learners from achieving their full potential.
- Ensure every disadvantaged learner feels safe, valued and able to belong.
- Promote equitable access to high-quality education, enrichment and wider opportunities.
- Raise aspirations, expectations and achievement for disadvantaged learners.
- Support learners to thrive academically, socially and emotionally.
- Develop confident, successful and responsible citizens who are fully prepared for the next stage of education and life.
- Work collaboratively with families to improve outcomes and remove barriers to success.

Core Values

We believe that every child can succeed. We recognise that disadvantage can affect learners in different ways and is often experienced alongside other vulnerabilities. This requires schools to understand the individual child, identify barriers early and provide support that is responsive, evidence-informed and effective.

We believe:

- Equity is fundamental to achieving excellence.
- High-quality inclusive teaching has the greatest impact on pupil outcomes.
- Belonging, attendance and participation are essential foundations for success.
- Enrichment and wider opportunities should be accessible to all.
- Inclusive practice benefits every learner.
- High aspirations should never be limited by circumstance.
- Effective partnership with families strengthens outcomes for children.

All schools within IFtL are accountable for ensuring disadvantaged learners are identified, understood and supported effectively.

Our IFtL Middle Children

At IFtL, we recognise that disadvantage is rarely experienced in isolation. Many children experience overlapping vulnerabilities and barriers that can significantly affect their educational experience, wellbeing and outcomes.

We use the term Middle Children to describe learners who experience multiple vulnerabilities, particularly where disadvantage intersects with SEND, safeguarding concerns, attendance difficulties, social, emotional and mental health needs or wider barriers to participation.

Schools will actively identify, monitor and support these learners through robust tracking, early intervention and coordinated provision. Particular attention will be given to attendance, participation, enrichment opportunities, belonging and academic achievement.

The Curriculum Impact for Disadvantaged Learners

At IFtL, we believe that all learners, including those experiencing disadvantage, are entitled to access an ambitious, broad and balanced curriculum. Our schools are committed to ensuring that disadvantage does not limit access to learning, opportunities or future aspirations.

Through high-quality teaching, effective support and equitable opportunities, we aim to ensure disadvantaged learners:

- Achieve and Succeed
- Access ambitious learning experiences and a rich curriculum.
- Develop strong literacy, numeracy, communication and wider curriculum knowledge.
- Make strong progress from their starting points.
- Experience success and develop confidence as learners.
- Belong and Participate
- Feel welcomed, represented and valued within their school community.
- Participate fully in learning, enrichment and wider school life.
- Develop positive relationships with peers and trusted adults.
- Access leadership opportunities and pupil voice initiatives.
- Thrive Socially and Emotionally
- Develop resilience, self-confidence and wellbeing.
- Build positive self-worth and ambition.
- Feel safe, supported and included.
- Develop a strong sense of identity and belonging.
- Are fully prepared for the Future
- Develop independence and self-regulation.
- Raise aspirations and future ambitions.

- Access wider life experiences that broaden horizons.
- Be prepared for future education, employment and adult life.

Pupil Premium Funding

Pupil Premium funding is provided by the Department for Education to improve outcomes for disadvantaged pupils and reduce the attainment gap between disadvantaged learners and their peers. Schools must use funding in accordance with the current Pupil Premium Conditions of Grant and relevant Department for Education guidance.

Pupil premium: conditions of grant for the 2026 to 2027 financial year - GOV.UK

At IFtL, we recognise that disadvantage can present itself in many forms and may affect attendance, achievement, participation, wellbeing, aspirations and access to opportunity. Funding will therefore be used strategically to address identified barriers and improve outcomes for disadvantaged pupils.

All expenditure should be evidence-informed, carefully planned and regularly evaluated to ensure that it is having a positive impact on learner outcomes and experiences.

Free School Meals and Pupil Premium Eligibility

From September 2026, there are three categories of Free School Meal entitlement. It is important that schools understand the distinction between meal entitlement and eligibility for Pupil Premium funding.

1. Targeted Free School Meals

Targeted Free School Meals are available to children whose families meet the specified means-tested eligibility criteria.

These pupils:

- Receive free school meals.
- Generate Pupil Premium funding.
- May access the Holiday Activities and Food (HAF) programme where applicable.
- Expanded Free School Meals

2. Expanded Free School Meals are available to households receiving Universal Credit.

These pupils:

- Receive free school meals.
- Do not generate Pupil Premium funding.
- Are not automatically eligible for the Holiday Activities and Food programme.
- Universal Infant Free School Meals

3. Universal Infant Free School Meals are available for all children in Reception, Year 1 and Year 2 regardless of household circumstances.

These pupils:

- Receive free infant school meals.
- Do not automatically generate Pupil Premium funding.
- Are not automatically eligible for the Holiday Activities and Food programme unless they also qualify for Targeted FSM.

Schools will ensure eligibility checks are completed accurately, communicate any changes clearly with families and actively encourage eligible families to register so that pupils receive the support and opportunities available to them.

Barriers to Educational Achievement

The barriers experienced by disadvantaged learners will vary across schools and individuals. Effective use of Pupil Premium funding begins with understanding the specific barriers experienced by pupils within each school's context.

Examples of barriers may include:

- Low attendance or persistent absence.
- Gaps in learning and attainment.
- SEND and additional needs.
- Social, emotional and mental health needs.
- Poverty and financial hardship.
- Limited access to enrichment opportunities.
- Low confidence or aspiration.
- Safeguarding concerns.
- Communication and language difficulties.
- Adverse childhood experiences.
- Housing instability.
- Digital exclusion.

Schools will use a range of information, including data, pupil voice, family engagement and professional judgement, to identify and address barriers effectively.

Care Experienced and Kinship Children

We recognise that some disadvantaged learners may also be care experienced, previously looked after or living within kinship care arrangements. These learners may experience additional barriers relating to attachment, trauma, attendance, wellbeing and educational engagement. Schools will work collaboratively with families, Virtual Schools and relevant professionals to promote stability, belonging, aspiration and positive outcomes.

Evidence-Informed Decision Making

Schools will use evidence, research and robust evaluation when determining how Pupil Premium funding is allocated. Funding decisions should be informed by an understanding of local context, identified barriers and the approaches most likely to improve outcomes for disadvantaged learners. Provision should be regularly reviewed to ensure that resources are being used effectively and sustainably**.**

Everyone plays a role

Improving outcomes for disadvantaged learners is the responsibility of all staff. Leaders, teachers, support staff and governors all play a role in identifying barriers, maintaining high aspirations and ensuring disadvantaged learners receive the support, opportunities and challenge they need to succeed.

Provision

The most effective way to improve outcomes for disadvantaged learners is through high-quality inclusive teaching. Additional support should build upon strong universal provision and focus on removing barriers that affect participation, attendance, wellbeing and achievement.

All staff are responsible for the success of disadvantaged pupils. Schools will adopt a whole-school approach to disadvantage and ensure that support is integrated throughout school life rather than viewed as a separate intervention.

Provision may include:

- High-quality inclusive teaching and adaptive practice.
- Targeted academic support.
- Attendance and engagement support.
- Pastoral and wellbeing intervention.
- Family support and partnership working.
- Enrichment and wider opportunities.
- Transition support.
- Leadership and pupil voice opportunities.
- Specialist support where appropriate.

All provision should be evidence-informed, proportionate and regularly reviewed to ensure impact.

Equitable Access to Enrichment

At IFtL, we recognise that enrichment plays a significant role in raising aspirations, developing confidence and improving life chances. We are committed to ensuring disadvantaged learners have equitable access to opportunities beyond the classroom.

Schools will actively remove barriers to participation and monitor engagement in activities such as:

- Educational visits.
- Residential experiences.
- Sport and physical activity.
- Music and performing arts.
- Leadership opportunities.
- Extra-curricular clubs.
- Cultural experiences.
- Community projects.

Pupil Premium funding may be used to ensure disadvantaged learners can access these opportunities and fully participate in school life.

Attendance, Engagement and Belonging

We recognise the strong relationship between attendance, belonging, participation and achievement. Learners are more likely to succeed when they feel connected to their school community and are able to engage fully in learning and wider opportunities.

Schools will work proactively with pupils and families to identify and remove barriers to attendance and engagement. Particular attention will be given to disadvantaged learners and those experiencing multiple vulnerabilities.

The success of Pupil Premium provision will be measured not only through academic outcomes, but also through attendance, participation, wellbeing and a strong sense of belonging.

Working in Partnership with Families

We recognise that parents, carers and families are experts in their children and play a vital role in improving outcomes for disadvantaged learners. Schools will work collaboratively with families to understand strengths, needs, barriers and aspirations. Through open communication, supportive relationships and shared responsibility, we aim to build strong partnerships that improve outcomes and promote positive experiences for children and young people.

The views of pupils and families will be considered when evaluating provision and determining future priorities.

Publishing and Accountability

All IFtL schools must publish a compliant Pupil Premium Strategy Statement on their website using the current Department for Education template and in accordance with statutory guidance.

All schools that are required to publish a strategy statement for the academic year 2026 to 2027 must do so by 31 December 2026, using the PP strategy template.

Each strategy must clearly demonstrate:

- The barriers experienced by disadvantaged pupils.
- How funding has been allocated.
- The rationale for expenditure decisions.
- Intended outcomes and measures of success.
- The impact of previous spending.
- Arrangements for monitoring and evaluation.

Leaders, governors and trustees will regularly review the effectiveness of spending and ensure funding is used strategically to improve outcomes for disadvantaged learners.

Success Indicators

The impact of Pupil Premium provision will be evidenced through:

- Improved attendance and engagement.
- Reduced gaps in attainment and progress.
- Increased participation in enrichment and wider opportunities.
- Improved wellbeing and sense of belonging.
- Positive pupil and family voice.
- Effective identification and support of multiple vulnerabilities.
- Higher aspirations and improved readiness for the next stage of education.
- Evidence-informed use of funding and demonstrable impact of provision.

Monitoring and Evaluation

In order to create centres of excellence for our pupils, IFtL understands the importance of continual evaluation and review as well as research into new initiatives and ideas. Our schools therefore use a range of data to evaluate the effectiveness of their pupil premium provision to ensure that the approach offers the most impact. Impact on our disadvantaged pupils will be measured in terms of their personal growth as well as through academic attainment in order to improve outcomes for the child's development as a whole.

Schools will regularly evaluate the effectiveness of their Pupil Premium Strategy and use findings to inform future planning and resource allocation. All of our schools will measure the impact of their provision and detail this within their Pupil Premium Strategy for the current and previous academic year, which will be published on their websites. Each year the effectiveness of the funding will be evaluated allowing for an ongoing development of best practice to emerge in response to the needs of the cohorts of disadvantaged pupils within the schools. Schools will also consider which of their provisions have the most impact on their pupils and evaluate this alongside financial costs, ensuring value for money.

This evaluation may include analysis of:

- Attendance.
- Attainment and progress.
- Behaviour and exclusion data.

- Participation in enrichment opportunities.
- Personal development outcomes.
- Wellbeing indicators.
- Pupil and family voice.
- Transition and destination information.

The purpose of evaluation is not only to demonstrate accountability but to ensure that disadvantaged learners receive the highest quality provision, support and opportunities to achieve success and thrive.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

https://www.iftl.co.uk/policies/

IFtL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2023 and Working Together 2018.